E/ECA/PAMM/HRP/86/3/5.4/1

United Nations. Economic Commission
for Africa.

PATTERNS OF STAFF DEVELOPMENT

IN

EASTERN AND SOUTHERN AFRICAN UNIVERSITIES

Report
on
the Evaluation Advisory Mission on the
Structure, Operation of Institutional Machineries for
Effective Co-ordination and Management of
Staff Development Programmes

26 February - 29 March 1986

UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA

TABLE OF CONTENTS

	PAGE
1. Introduction	1
- Origin of the Mission	1
- Terms of Reference	2
- Coverage and Scope of Work	3
- Basic Approach and Framework	3
- Evaluative Advisory Schedule	8
2. Evaluation Review and Analysis	9
- Socio-cultural Background against which Universities are Operating	9
- Impact on Universities	13
- The Role and Function of Universities in the Development Process	14
- Previous and Ongoing Initiatives - the state of SDP/UTLIP	16
- Results by Respondent Groups	18
3. General Needs	30
4. Future Programme Focus for the Period 1987-1990	30
- Organizational Framework for the Future UTLIP/USDP Operations	35
- Instructional Materials Development	36
- Restructuring and Re-orientation of USDP/UTLEP Activities	37
- Staff Development/Teaching Learning Improvement Programme Focus	42
5. Conclusions	

I. Introduction

1.1 Origin of the mission

1.1.1 The mission which is the subject of this report is a result of the mutual interest and subsequent collaboration between Economic Commission for Africa (ECA), the German Foundation for International Development (DSE) and the participating universities in Eastern, Central and Southern Africa. The mutual interest arose from the three organizations' involvement in a programme for reorientation and enhancing universities functions with a view to enabling them to pay a decisive role in socio-economic development. While the concern of ECA arose from the first Conference of Vice-Chancellors Presidents/Rectors of Institutions of Higher Learning, DSE had for sometime also taken a similar interest vide the teaching of agricultural sciences programme activities since late seventies.

1.1.2 Funded by DSE and executed in collaboration with ECA, the mission originated from:

(a) The ECA Medium Plan for 1984-1989 period and the subsequent programme budgets for the Biennium 1984-1985 and 1985-1986: the former of which scheduled evaluation activities with the latter calling for advisory services on institutional machineries for effective coordination of the training and staff development function;

(b) The Programme of Activities for the period 1981-1985 by ECA, DSE and the Continental Coordinating Committee (CCC); the 1984-1986 component of which scheduled an evaluation mission at its end;

(c) The First and Second Vice-Chancellors Meetings (in Addis Ababa, January 1983 and Mbabane, Swaziland, February 1985) elaboration of: (i) the role of African Institutions of Higher Learning in the implementation of the Lagos Plan of Action, 1982; (ii) the Mbabane Programme of Action which while committing the Vice-Chancellors to among others, strengthening staff development as a basis for improving universities' functions of research, teaching and learning; called for assistance from government and international agencies;

(d) The Vice-Chancellors' (of Eastern and Southern African Universities) Workshop on Regional Cooperation among Universities - (Harare 4-6 June 1984), which when forming the Association of Eastern and Southern African Universities (AESAU), committed themselves to and established a programme of cooperation in among others, research, staff and student exchange and staff development, appealed to donor and governments to support the proposed programme of cooperation;

(e) Commission resolution 546(XX) relative to strengthening the role of institutions of higher learning in Africa's development: a resplution of whose paragraph five "requests the United Nations, its Specialized Agencies and other technical assistance agencies to continue to assist the institutions of higher learning and strengthen their capabilities to enable them to make more relevant contribution to

Africa's development endeavours" and paragraph 6, "calls upon the Executive Secretary of ECA to assist in the implementation of the decisions of the Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa."

(f) Funding agency's (DSE), cooperating ministry's "principles of development policy as applied to cooperation with universities in developing countries" emphasizes "three goals of university promotion in the field of increasing teaching performance, increasing research capabilities and expanding services".

1.2 In order to render further assistance in enhancing universities' contribution in the development process, it was imperative that a review of the socio-cultural background against which universities operate, the past efforts in staff development as well as the identification of strong points and operational constraints be undertaken. The emprical data so developed would not only strengthen ECA's advisory efforts, and subsequent ECA and DSE's design of the programme of assistance for the 1987 through 1990 period but would provide a framework for meaningful tripartite collaboration and programme focus.

1.3 The report is divided in five parts: the introductory part of which incorporated the foregoing is followed by a discussion of the terms of reference, scope of work basic evaluation advisory mission schedule, approach and framework. The second part which is the evaluation review and analysis discusses al-beit briefly the socio-economic and knowledge, ideas and technology "famine" crisis and identifies the impact of the crisis on the vitality and credibility of universities. In discussing the role of universities the part goes on to highlight the critical roles of universities: the roles of which are instrumental in the fulfilment of universities role in development effort the state of SDP/UTLIP by way of highlighting the previous and ongoing indications for enhancing the critical functions of teaching and learning as perceived by key user respondent groups as well as the user universities, crystalizes the respective university specific and general needs. Whereas, part three takes on the general needs, relative to the institutionalization of University Staff Development Programme (IUSDP), part four makes proposals for future programmes relative to the establishment of institutional machineries, programmes for training of individuals to man and manage the machineries as well as sensitization programmes as well as instructional capability development activities. Part five is a conclusion which highlights priority activities for 1987 and the new dimensions for future UTLIP/SDP growth.

1.4 Terms of Reference

The evaluative advisory mission, University Learning Improvement Programme (UTLIP) was expected to:

(a) Examine the effect/impact of 1981-1985 activities on:

(i) the teaching practice of staff members, on attitudes towards development oriented teaching, research and consultancy;

(ii) the functioning of faculties and/or departments;

(iii) the policy of the university administration.

(b) Develop a basic criteria for assessing the contribution and limitations of staff development in teaching and learning issues;

(c) Provide recommendations relative to:

(i) new patterns and a framework for collaboration between, on the one hand technical assistance agencies and the participating universities, and on the other between participating universities themselves;

(ii) emerging needs and demands for further training in didactics at university level;

(iii) future 1987-1990 programme of activities indicating interested partner universities.

(d) Advise on the structure and operation of institutional machinery for effective coordination and management of (university staff development) training programmes - (ECA Programme of Work for the Biennium 1986-1987)

1.5 Coverage and Scope of Work

1.5.1 Originally scheduled to incorporate universities of Nairobi, Kenyatta, Makerere, Swaziland, Lesotho, Malawi, Botswana, Zimbabwe, but due to time constraints, University of Swaziland and Makerere were not involved.

1.5.2 The mission involved: (i) field work which started on 22 February through 29 March with visits to Universities of Botswana, Zimbabwe, Malawi, Lesotho, Nairobi and Kenyatta; (ii) independent preparation of the reports by evaluators - Dr. Wolfgang Adrian and the author of this report; (iii) comparative analysis of the respective independently prepared by the two; and preparation of single report in Bonn (6-17 June 1986) for the DSE and the present report; (iv) the analysis of the missions" findings and subsequent elaboration of proposals for the 1987-1989 programme of action.

1.6 Basic Approach and Framework

1.6.1 Attempts to develop a structured evaluation and advisory criteria were initiated in 1985 with consultations between DSE, the DSE consultant and the author of this report. This was followed by the preparation of the terms of reference by DSE and subsequent preparation of the following evaluation strategy and framework.

1.6.2 An open consultative interview strategy was adopted: subsequent to which the following respondents and respective focus of interview for the various respondents formed a backcloth for the mission's work.

Consultees/Respondents	Purpose, Focus and Reasons for Consultations
1. Chief academic and administrative officers responsible for: (i) career planning and staff development programmes (ii) academic affairs (iii) instructional programme units faculties, schools/colleges and departments	To determine: 1. Extent of: (a) awareness and familiarity with DSE/CCC/ECA sponsored programme relative to improving teaching and learning; (b) their perception of the utility/ worthwhileness of the programme; and of past programmes participants; (c) local initiatives (prior to and after the DSE/ECA teaching learning improvement programmes) relative to: (i) organizational units/ committees for planning, executing and managing in-house teaching and learning improvement programmes; (ii) programme range, types and frequency of locally initiated and organized UTLIPs; (d) policy initiatives for institutionalizing and securing the acceptability of participation in UTLIP as a critical factor in staff development and career enhancement e.g. linkage of participation/ involvement in UTLIP to promotion exercises. 2. Background and characteristics (a) of prevailing teaching and learning situations; (b) of faculty as a whole, and in particular past UTLIP participants 3. Any significant changes accruing from UTLIP. 4. Emerging role of UTLIP

Participants and Programmes

Consultees/Respondents	Purpose, Focus and Reasons for Consultations
	5. Emerging: Needs and Policy Directives
	6. Steps taken to facilitate past UTLIP Participants backhome on the job entry and practice of what was learnt; transfer of UTLIP experience to and among colleagues — UTLIP's institutionalization/ strengthening, and acceptability by faculty; establishing functionality and utility value
	7. Problems and constraints in UTLIP operation
	8. Desirability for, envisaged role and future contributions of DSE/CCC/ECA
2. Faculty who: (i) participated in UTLIP	To determine: 1. Significant changes after UTLIP, i.e. (a) current initiatives, approaches and practices in conducting instructional sessions; (b) the retention, recall and application/ practice of what was put forward in UTLIP; and any new approaches initiated and being developed; (c) steps taken to facilitate the permeation of was learnt/discussed at UTLIP to a wider audience at focusing, department and individual staff member levels; (d) merging needs and roles of UTLIP participants and programmes;

(e) their perception of resource/ facilitating teams

Local Team	External Team

(f) their perception of UTLIP operation and measures for its strengthening

(g) the roles envisaged of collaborating agencies - DSE

To determine:

1. If they can recall:
   (i) how lecturers conducted teaching learning sessions

Prior to UTLIP	After UTLIP

   (ii) any significant change?

2. Their perception of faculty needs in improving

Teaching	Student Learning

1.6.3 For general consideration, the following underlying questions provided the basis of the approach to the mission:

(a) Background and characteristics of:

   (i) University teaching learning situations;

   (ii) UTLIP participants perceived emerging role and impact to colleagues and their universities in the improvement of teaching and learning;

(b) The extent to which UTLIP is perceived as useful, what is learnt thereat and adhered to; steps taken and extent of their practice and application back on the job situation, and permeation to colleagues and other units;

(c) How UTLIP participants were perceived by:

Students	Colleagues	Chief Academic/ Administrative Officers

Emerging needs and new directions.

1.6.4 Perceived and anticipated roles for:

(a) DSE/ECA and its mode of involvement and participation in UTLIP

(b) Universities and organizational requirements for maximizing and enhancing programme impact

(c) Continental/subregional bodies

CCC	Association of Southern African Universities

1.6.5 New Directions:

(a) Staff Development Programme Coordination/Committee Members (Training of Trainers) Programme

Ideas for content areas:

(b) Faculty Teaching-Learning Improvement Programme

(Ideas for content modules:

(1) Instructional System Design	(2) Teaching Methods, Techniques and Activities
- Training/teaching learning need analysis and assessment methods/ techniques and approaches -Training programme design sequence and models schemes of work lecture/session plans - Instructional objectives	

(3)

Instructional media and teaching learning environment structuring and design

(4)

Teaching-learning principles, practices and theories
- psychological perspectives
- philosophical perspectives
- sociological perspectives
- human relations perspectives

(5)

Evaluation methods, approaches, scope and instruments

(c) Faculty research, consultancy and guidance/counselling

Improvement programme

(i) Research methods, techniques and designs
- Integrating research activities into teaching and learning activities
- Supervising and administering students and faculty research activities and programmes

(ii) Consultancy, methods, techniques and designs
- Integrating students - teaching and learning activities into consultancy activities
- Supervising and administering university consultancy services

(iii) Guidance and counselling techniques and procedures

(iv) Publication - text books and instructional media
- case materials

1.6.6 Indications for future programme thrust:

- Teaching-learning improvement taking into account, requirement for research and consultancy orientation
- Support in strengthening - teaching/learning improvement units and committee
- Support in the development of centres for research and development of teaching learning function
- Instructional materials developmental i.e. development of:
  . text books and
  . case study materials simulation and gaming exercises.

1.7 Evaluative Advisory Schedule

1.7.1 Technical assistance programme design and the current ECA programme of work and priorities call for an indication and incorporation of advisory services and the related evaluative strategy. Such an advisory mission and evaluation was scheduled and incorporated in ECA's 1984-1989 Medium-term Plan

relative to its staff development sub-programme: so have the successive biannial programmes of work (1982-1983, 1984-1985 and 1986-1987) taken this into account. In this regard, the 1984-1985 UTLIP programme which was reviewed in Nairobi scheduled the present evaluation at its end.

1.7.2 UTLIP evaluation design calls for: (a) pre-workshop situational analysis which is undertaken long before the start of the workshop. This is to determine the nature and scope of staff development/teaching and learning improvement needs; (b) a day-to-day observation of the process and interaction with participants by the resource team and a similar observation of instructional process, interaction with colleagues, noting of reaction and provision of feedvack to the entire work at the end of the day by the process observation group; (c) a structured questionnaire based end-of-workshop evaluation;and finally, (v) tripartite ex-post workshop evaluation.

2. Evaluation Review and Analysis

2.1 Socio-cultural Background against which Universities are Operating

2.1.1 While Africa is nowadays crippled by a crisis that is socio-economic in nature and scope, it suffers yet from another crisis; i.e., knowledge, inventive development ideas and technology famine crisis. For the solution of this crisis universities are and have become even more critical than before.

2.1.2 As social institutions which exist along side the production and service rendering institutions, universities' output of knowledge, inventive development ideas, technology and elite manpower nourish and sustain the operation of the production and service rendering institutions in all sectors of the economy. On the other hand, the financial and material outputs as well as the problems generated by the centres of socio-economic activities should not only nourish and sustain the operation of universities, but that the operational problems should serve as a stimulus to research and development as well as research oriented teaching and learning. Thus the outpus of one is input into the other's operations: Consequently, the decline of one is likely to lead to the decline of the other.

2.1.3 Moreover, those who make the vital decisions in governments be it in keeping under surveillance and regulating, through policy interventions, the behaviour of the key economic activities such as investments, consumption, export and import balance of payments, manipulating interest rates, population growth regulations, labour market management etc. or managing public services and public enterprises are university products. In the sense that the health of nation states' economies, the operation of public services and public enterprises is increasingly questioned, so is by implication, the ability of universities to produce the required knowledge, development ideas, techniques and the elite manpower to intervene and bring about the required stability in the foregoing economic variables increasingly being questioned.

2.1.4 For those interested in the rescue of African economies through their intervention in the Africa recovery programme, intervention at the university level has become more urgent than it even occurred to many. In order to make such an intervention more meaningful, the need is for situational analysis and the development of necessary information relative to Universities responses to the sensed wane of their standing, to regional and sub-regional responses, and external efforts in supplementing universitieis efforts.

2.1.5 In the past, one such area of intervention has been staff development and improvement of teaching and learning. This area was selected because it served as a means by which initial job related skills and professional culture were acquired, performance was improved and efficiency enhanced. Besides, through staff development staff is kept abreast of the state of the art and avoids absolescence and is rendered flexible and adaptable to the following external and internal situations that universities face nowadays.

2.1.5.1 The first of the external factors that confront universities is increased pressures for them to: (i) meet the rising expectations for greater opportunities for university entrance; (ii) invent and produce new technology for production of spare parts or cars; and therefore save Governments of high foreign exchange cash outflow; (iii) draw a clear cut distinction between academic pursuits and political activities; and subsequently desist from meddling in politics; (iv) guarantee end of course passes and on-the-job performance; (v) redefine and localize curriculum as to make it more relevant in keeping with local needs; (vi) introduce better instructional systems and designs; review courses for wider choices offerings to minimize clashes and duplication and repetitions; (vi) avoid favouritsm and discrimination thereby ensure objectivity in testing, assessment and evaluation procedures and standards; (vii) handle campus turmoils and student restlessnes internally and desist from involving government thereby avert government intervention of rusticating student body.

2.1.5.2 The second factor is increasing accusation and suspicion of universities' staff and students for engaging in subversive activities precursor to and consequencial explanations to closures; and more often than not, restriction of students and staff movement, their detention and frequent suspension of normal university operations,

2.1.5.3 Thirdly in the wake of knowledge and technology boom, academics are under pressure and obligation to not only stay abreast, but avoid obsolescence under all costs and therefore ward off labels such as "cock tail" "dead" and "earthed" professorship.

2.1.5.4 Of far reaching consequence to the vitality, efficiency and effectiveness of universities is the current African Socio-economic crisis characterised by:

(a) the high population rate of growth which has: (i) put increased pressure on land to the extent that many are forced to till marginal land, on highway shoulders as well as on mountain and river slopes: many are converting good agricultural food producing land to cash crop production, and to construction of dwelling places;and many more are overgrazing, are destroying vegetal cover and subsequently contributing to desertification and environmental degradation; (ii) outstripped the affected countries' capacity and capability to provide for the essential life enhancing and life sustaining and therefore, human resource quality enhancing programmes such as maternal and child welfare, water resources, food and nutrition, education, employment etc.

(b) A shift of emphasis from food crop production to cash orop production leading to a steady decline in staple food production: hence the depleation of strategic food reserve and subsequent current famine and protein malcourishment, diminished immunity, increased vulnerability to diseases, diminished intellectual, cognitive and productive capacities, and subsequently intellectual and physical death of millions.

(c) An export-import and consumption maximization development strategy which has lead to. (i) overdependence on developed countries, increased external debt now standing at over as $160 billions, increased debt servicing costs taking 22.5 per cent of export earnings, mounting balance of payment problems and depleation of reserves.

(d) The global economic recession leading to the collapse, if not wayward fluctuations in commodity prices, high interest rates, increased protectionism and stagnation, if not, a decline in official development assistance in real terms.

(e) Drought condition which, spreading from a few countries, is now spreading to as many as 34 countries to the extent that it now affects coastal areas. Bringing about 40 to 80 per cent deficit in rain and the general lowering of the African water table, the prevailing drought condition has aggravated the already bad water resource situation. In addition to the adverse drought situation, are other factors such as cyclones and flooding that often catch the unprepared nation states.

(f) Mounting socio-cultural erosion which has lead to loss of identity, imitation of foreign values, ethnocentric and political leadership conflicts and its resultant armed conflicts, mass flight and subsequent movement of populations, increased refugees, and suspension of economically productive activities.

(g) The persistence of the socio-economic crisis and its continued management by foreigners and foreign agencies should be an indicator of the knowledge inventive development ideas and technology bankruptcy or "famine" crisis. Manifest in cleavage to foreign ideology and consumption patterns, ideas and technology famine crisis is further demonstrated by the inability to predict the socio-economic, knowledge and technology deficiency; and to effectively manage the critical economic operations' variables such as consumption, investments, export-import and trade transactions savings, public expenditures, taxation and population groth rates, labour and employment master fluctuations.

2.1.5.5 Of the internal factors that face universities, the first is the university communities' inability to recognize and exploit the universities' strategic and yet critical roles, to appreciate the need to prepare themselves and build necessary practitioners' professional excellence in the subjects of instruction. For many institutions, a dialogue and a concern on how to improve on the roles is yet to be a pre-occupation of many academics, leave alone the universities' leadership.

2.1.5.6 The second factor is the low salaries on the one hand, and high tenure rates of academic staff on the other. Coupled with the notion of safeguarding the standards inherited from the metropolitan countries, many universities seem to have reserved a greater portion of expatriate staff even in the wake of a call for localization of manpower. This way African universities will be unable to as will find difficult in future, not only have their academic staff to concentrate on their academic functions (as they have to and do engage in other income generation activities on the side) but also to generate new academic job opportunities for hiring young and promising nationals, accord them promotion to professional positions currently held by those who are brought up in the tradition of self-delution in "academic excellence", and therefore find it difficult to accept the notion of shortcomings in, if not lack of "excellence" in the professional practice of the critical university functions and roles. Under the circumstances, universities forefeit a number of opportunities. First to be forfeited is the opportunity to bring fresh perspectives in the practice of the critical roles. Second, is the forefiture of the opportunity to bring in those with a readiness to learn and be trained in the practical aspects of teaching and learning facilitation, guidance and counselling, consultancy and so on, and so forth. This way universities and past UTLIP participants do and will increasingly find it difficult to break through the senior long tenured academics so as to introduce the idea of being trained in how to teach. So will universities therefore find it difficult to compete with other social or production institutions in industry in the attraction and retention and skill/knowledge maintenance of fresh blood.

2.1.5.7 Last is the UTLIP's operational background characterised by: (a) weak and in some cases lack of institutional framework for the design, execution and serving as a focal point of reference and entry by technical assistance agencies (like ECA and DSE) for the execution of university staff development and subsequent teaching learning improvement programmes. Where such a framework existed, their functions and terms of reference are often difuse if not limited to concentration on external programmes for higher degree acquisition and subject matter specialization programme for staff development fellows or associates;and not on in-house skill and knowledge maintenance activities for all academics. Moreover a number of universities have no budget of their own for the staff development efforts;
(b) the lack of a plan or programme of in-house training activities as inserts into the university calendar; (c) the weak interest and support from some university leadership at senate level and in some instances senior (old hand) academics; (d) the lack of involvement and anxiety over being "broken into" as to gain an appreciation of and exposure to what UTLIP is all about; and that unlike other social and production institutions where the "tradition" and "culture" of in house training and being "lectured to" by colleagues, there does not seem to exist such a "culture" and "tradition" in most universities especially among the "old hands and senior" academics among whom the notion of ULTLIP is for the new and young ones prevails;

(e) contrary to the university tradition of projecting itself as a "community" where the spirit of commonness of ideas, knowledge, etc. based on frequent open dialogue and suggestion boxes exist are barriers between new and older, junior and senior academics, academics with administration, and the academics, administration and students on the other. Faced with the lack of communal feeling, there is no one on whom the young and new in the words of one of staff development fellows "could fall to" when one is doubtful over how to approach the complex and inextricable roles of the university; whether teaching and facilitating learning, research or being assisted with genuine feedback: one is left to swim or sink on his own. Each one keeps and wishes to verbally project their own "excellence", guard against and solicit no feedback on their ignorance in the practice of research, teaching, interactional transactions with students, etc. There is therefore a lot of "ignorance" about the weakness, expectations, or "real" strengths of others; and (iii) mechanism within which students views of the faculty conduct of the critical functions could be fed back to those who badly need it. The sixth factor is the paucity of senior academics knowledgeable in and willing to act as counterparts to external team of facilitators in facilitating, the sessions commonly discussed in UTLIP.

2.2 Having lived in the aura of self-delution in "academic excellence" Some senior faculty find it hard to believe and accept the notion that they may not be as "excellent" in some aspects of academic alife. Consequently, any mention of their being trained to develop excellence in how to conduct research, how to teach and facilitate learning, how to engage in guidance and counselling or consultancy process better raises a great deal of anxiety and often one gets a polite and diplomatic response to the effect that the idea is welcome; with an added enthusiasm, for young and new academics!

2.3 Impact on universities:

2.3.1 The impact of the foregoing situation to universities has been significant. First, it is a direct challenge to their functions, in the sense that put to question is the universities" ability to develop new knowledge, inventive development ideas and technology with which to predict the onset of the adverse situations, prepare and deal with it when it comes, manage and control the course of events so that the inherent problems can be minimized. On this ground, universities are accused of being in an ivory tower and standing aloof while nation states grapple helplessly with these issues; and by not getting involved through either running short tailor made senior executive development programmes on say debt management, and other issues related to the crisis, or gearing their research to and teaching to crisis related topics, their credibility is even more eroded. Besides, if universities have not been able to contribute to dealing with the situation, then as social institutions, there is no justification, so it is often voiced, for continued generous expenditures on them: hence, the stagnating grants to universities, and loss of sympathies with them in the face of campus turmoils.

2.3.2 Another consequence is the stagnating, if not reluctance of Governments in providing an increased, financial and material resource allocations to universities: the effect of which is a decline in the vitality, standing and efficiency of universities. Most universities have been unable to

expand to accommodate the swelling number of those seeking admission, they have had to raise admission standards to keep many out. They have been unable to rehabilitate the run down lecture halls, purchase new or rehabilitate instructional facilities such as blackboards, replace or service precision instruments and therefore guarantee meaningful results derived from experiments involving the unreliable equipment. They have been unable to purchase text books and other instructional materials such as hard and soft-ware. So have they have been unable to replace run down or broken equipment, or even keep their buildings in good state of maintenance.

2.3.3 Universities are as well unable to meet the rising demand for quality knowledge, inventive development ideas and technology as a result of inadequacies in their research, teaching and learning, guidance and counselling and consultancy as well as publications. This being the case the very processes by which new knowledge, inventive development ideas and technology is originated and quality manpower development is undermined.

2.3.4 Against the foregoing background, university Staff Development (SD) or Organizational Development (OD) Programmes have become even more vital. The need to focus on improving teaching learning, and perhaps later, improving university wide or staff research, guidance and counselling, consultancy, publication testing assessment and evaluation functions need not therefore be overstated. If the initial acquisition of theoretical technical and practical profession know whats and know hows of engaging in these university/staff functions is imperative, then the need to prepare faculty to become more responsive to and be party to the management of the varied backgrounds against which they find themselves operating nowadays is even more crucial.

2.4 The Role and Function of Universities in the Development Process

2.4.1 Against the foregoing background and prevailing circumstances of socio-economic knowledge, inventive development ideas and technology famine crisis, the role of universities is decisively critical. In this regard, universities are and could be the affected nation states real resource.

2.4.2 Created on pattern of former colonial powers, African universities were developed and continue to be perceived as elite social institutions albeit operating along side and servicing the manpower, knowledge and technology requirements of production and other service rendering institutions. Created and sustained by nation states, different nation states have different expectations for their universities. The difference in expectation notwithstanding, they all seem to focus on the expectation that universities originate (through research and development) new knowledge, development ideas and technology and facilitate through (teaching and learning consultancy), the interpretation, acquisities and application of the knowledge, new ideas and technology by successive generations and in the process produce the high-level manpower required in development effort. Through the two university outputs (knowledge, development ideas technology on the one hand, and the high-level manpower on the other, universities not only sustain their own operations but also that of the manufacturing and service rendering

institutions. Created and sustained by nation states, different nation states have different expectations for their universities. The difference in expectation notwithstanding, they all seem to focus on the expectation that universities originate (through research and development), new knowledge, development ideas and technology and facilitate through (teaching and learning counsultancy), the interpretation, acquisition and application of the knowledge, new ideas and technology by successive generations; and in the process produce the high-level manpower required in development effort. Through the two university outputs (knowledge, development ideas technology on the one hand, and the high level manpower on the other, universities not only sustain their own operations but also that of the manufacturing and service rendering institutions, thereby make a significant contribution to solving socio-economic, political and cultural development problems

2.4.3 By producing the high level manpower, the knowledge, inventive development ideas and technology, universities sustain socio-cultural economic and political operations of nation states and have nowadays become the nation states; principal, if not critical development resources. To enhance their resourcefulness in the development effort, and therefore contribute to elimination of knowledge and technology gaps, the socio-economic political and cultural development solving mission, universities assume and engage in the following complex and inextricable roles:

(a) research and development to originate the new knowledge, inventive development ideas and technology;

(b) teaching and learning to analyse, synthesize and interpret the new knowledge, inventive development ideas and technology so as to and thereby facilitate public understanding and wider application;

(c) Guidance and counselling to facilitate the identification, release and development of the potential inherent in their community of learners for wiser decisions relative to what to study, what occupation/vocation to prepare for and eventually in which to adjust in life;

(d) consultancy to identify and define development constraints and opportunities, develop alternative modus operandi, and facilitate the adaptation on and application of the new knowledge, inventive development ideas; and technology thereby demonstrate the utility of theories and that research products work;

(e) publications to store, facilitate easy retrieval, dissemination, extension and difusion of knowledge, development ideas and technology for wider application; and

(f) test, assess and evaluate the universities' efficiency and effectiveness thereby ensure the productive of quality knowledge, development ideas and technology and manpower thus manage their social impact.

2.4.4 Complex and inextricable as these roles are, it has become evident and was acknowledged during the mission that academic staff required a measure of training and specialization, not only in the practical aspects for a practitioner's mastery of selecting and using related tools of the trade, but also in the technical aspect of technicians mastery of the respective techniques and methodology and the scientist master of underlying philosophical, psychological and psychosocial transactional basis of the roles mentioned in the foregoing paragraph.

2.4.5 Unfortunately, some universities and academic staff are yet to appreciate the complexity, specialized and inextricable nature of the roles. Consequently, while they are engaged in research and development of knowledge, inventive development ideas, and technology to the extent of developing academic excellence in the subject matter of instruction, they are as yet to engage in research and development of professional excellence, the scientists scientific foundations and psychosocial transactional foundations required in the roles: hence the high level of anxiety and eyebrows that are raised when one talks of training of "senior academics" in the practice of the roles.

2.4.6 Just as universities are principal resources of nation states in the development of new and refinement of old knowledge, inventive development ideas and technology, so are the academic and administrative staff as well as students the principal resources of universities. In the design and execution of the universities roles discussed in the preceding paragraphs, they enable the university to interface with centres of socio-economic activities thereby make their contribution in the process of socio-economic development.

2.4.7 To enhance the universities' functions therefore a vital area of intervention in assisting universities to revitalize themselves is none other than at the universities own principal resource-staff. It was therefore not an accident that Staff Development (SD) and subsequent teaching and learning improvement was and is such a point of entry in the DSE/ECA/University tripartite relationships. The following is an account of the past initiatives and the present state in this area.

2.5 Previous and ongoing initiatives - the state of SDP/UTLIP

2.5.1 Since 1969, ECA initiated with funding arrangements with the Netherlands Government, and has sustained a training of trainers programme of activities for the improvement of teaching and learning in pre- and in-service training institutions in Africa. Within its Management Educators Accountancy Teachers' Programme, also funded by the Netherlands, ECA moved into Training of Trainers for the Improvement of Teaching and Learning in specific subject areas of Management and Accountancy. Now operated at the Institute of Development Management in Botswana within the precincts of the University of Botswana, universities took interest and advantage of the same. In addition, within its staff development component of the proposed Graduate School of Management, ECA in collaboration with Eastern and Southern African Management Institute and funding arrangements derived the Nigerian Grant of the United Nations Trust for African Development, organized an instructional case materials development workshop for the benefit of universities.

2.5.2 Starting with the International Conference on Improving Teaching and Learning, organized in Berlin in 1982 (28 September to 10 October 1981) DSE has, with ECA's technical design and collaboration, funded and implemented in Africa, successive UTLIP activities. The activities ranged fro International Conference in Nairobi (13-21/9/84), Subregional Workshop in Roma - Lesotho (27/6/ - 8/7/83), National Workshop in Nairobi (10-20/7/84), Harare - Zimbabwe, (3-8/9/84), Lobatse - Botswana (7-13/10/84), Nhlangano, Swaziland (30/6 - 7/7/85), Maseru - Lesotho (8-14/7/85), Makerere - Kampala, Uganda (17-26/7/86) and Zomba - Malawi (1-14/9/85).

2.5.3 On the other hand, universities at their own initiative and within the financial subventions from their Governments and external technical assistance financial resources, started their own staff development programme al beit focussed on acquisition of higher degrees and attainment of excellence in the subjects of instruction. They also fund their academic staff participation in and presentation of academic papers at international conferences and seminar. In addition, they have maintained a tradition of promoting external sabatical leave and on-campus public lecture giving and participation of their academic staff.

2.5.4 On a subregional scale, universities in Eastern and Southern Africa have formed the Association of Eastern and Southern African Universities: an Association of which is to serve as a focal point of coordinating their cooperation in the development of and improvement in research, staff and student exchange and staff development.

2.5.5 While the focus of the evaluation was on the DSE funded programme of activities indicated in paragraph 4.2 above, the residual implication and impact of universities own activities was reviewed in order to determine the extent to which they could be integrated with and operate within the framework of universities own staff development activities and machinery.

2.5.6 With ECA's earlier initiative and on-going work, together with the funding and implementation involvement of DSE from 1981, a mutual interest on the subject of staff development for subsequent improvement of teaching and learning has been initiated to the extent of forging an ECA, DSE and universities partnership in a programme that might very well prove crucial in revitalizing the vitality of the subregion's universities. The following pages review the situation and determine new patterns of advisory service and programme design for effective coordination of staff development and enhancement of universities' function of teaching and learning.

2.6 Presently, discussions with universities' chief administrative officers, vice-chancellors, pro-vice-chancellors, and the registrars responsible for staff development programmes; Deans department heads and subject specific chairmen; academic staff both old timers and new ones unvariably referred to as staff development fellows/associates or teaching/research assistants and students, indicate the following state of the art in SD/UTLIP programmes as perceived by each of the respective respondent groups.

Results by respondent groups:

Chief Executives	Deans and Senior Academics and Past UTLIP Participants	New Academics and Staff Development Fellows	Students
All the Vice-Chancellors or their designated deputies in the universities on the itenerary were consulted, the exception being the Vice-Chancellors of: (i) The University of Zimbabwe, who in any case had designated his Pro-Vice-Chancellor and whose positive and past UTLIP involvement were already known and evident; (ii) University of Nairobi, who was not accessible and consequently his attitude and views on the subject could not be ascertained, but had not in the past been involved in the programme. All those consulted held views which were supportive of UTLIP, and would wish to see continued assistance and proping from outside in addition to their own internal efforts of setting up institutional machineries and continued sensitization for eventual securing of the involvement of all those concerned	Of the few deans and senior academics who were on hand, UTLIP programme continues to be met with responses ranging from whole hearted enthusiasm - on the part of those who have been involved in the past, to guarded/ welcome - on the part of those who have never been involved before. In all respect, it was agreed that the programme is needed: all the more for the new and younger academics; and that if it is to be offered for all, there is need for different target groups being put through different tailor made programme. For example deans, department chairmen, etc. it was indicated could benefit from programme centred on: (i) evaluation with annual staff reviews and staff assessment as a point of reference: this it was indicated would enhance their capability in performing the increasingly mandatory staff performance appraisal and thereby reduce the accrimony that often result after such exercise.	The new academics indicated their enthusiastic welcome for the programme. They felt that the programme would redress the situation whereby they felt left alone to swim or sink in the pool of academia, and more so in teaching and facilitating learning. They felt that much as they would have liked. they are often left without some one with experience to fall back to as regards planning and designing lecture sessions, the actual delivery and how to deal with difficult situations. They were concerned that teaching methods were lecture dominated; (ii) there was a serious shortage of instructional materials; (iii) teaching methods tended to inhibit and sometimes discourage students' provision of feedback on the lecturers' performance; (iv) assessment procedures did not adequately and continuously monitor students/lecturers progress They indicated that they tended to be assigned minial roles, and that they were assigned to teach subjects outside their field of specialization without prior consultation;	A sample of students in the University of Botswana and Lesotho were consulted in the course of the consultations, they indicated that: - the curriculum was not geared to problems their countries faced, and that scheduling of the programme often resulted in clashes and duplication - the curriculum needed localization and re-orientation to incorporate local and students interests and needs - the dominance of expatriate staff has tended to perpetuate foreign frame of reference and examples in teaching; consequently the teaching learning process does not assist them to experience local issues and experience in an immediate way - reference materials and examples tend to be of foreign origin, subsequently quite a number felt alienated - there was a hang over on foreign standards

Chief Executives	Deans and Senior Academic and Past UTLIP Participants	New Academics and Staff Development Fellows	Students
For others what might appear like inertia was not due to unwillingness on the part of the university chief executives, but due to: (i) lack of capability ranging from finance e.g. foreign exchange to purchase equipment for equip critical teaching learning resource centres; (ii) the programme having been in the past identified with a few individuals rather than initiated as a broad-based university-wide activity (iii) lack of individuals who were knowledgeable There was however a willingness to explore further, the possibilities for: (i) developing instruments for evaluating lecturer performance, thereby make excellence in lecturing one of critical areas in considering one for promotion etc.	(ii) the development of staff assessment instruments and subsequent student and staff assessment; (ii) refresher course activities for enhancing the senior academics' capability to serve as models for staff development fellows' modeling, and points of reference, source of guidance and counselling and confidence building. In conclusion, it was evident among the deans and senior academics that the programme was needed;and that they would wish to see action extended to: (i) faculty/department and subject specific level; (ii) specific aspect of teaching learning improvement topics as it applied in given subjects and situation obtaining in a given faculty or experienced by an individual staff member; (iii) teaching-learning improvement clinics within and among the willing individuals.	They were concerned about the lack of institutional support for excellence or improvement in teaching and learning to the extent that even their development programme paid very little attention in the hows and wherefores of teaching and facilitating learning, but more on subject matter specialization, attainment of excellence and higher degrees. Under the circumstances, they would welcome a restructuring of their programme to incorporate: - structured guidance and assistance in the whats, hows and wherefores of teaching and effective facilitation of learning - attachment to and institutionalization of collegial team teaching, sharing classes, observing and learning from senior academics; - institutional support that regarded innovative and excellence in teaching in the same stead as it is now with research and publication.	- they perceived as intolerable, the attitude whereby some lecturers went all out to discourage them from taking their courses; - they complained of the apparent subjectivity - some lecturers were uninspiring and not motivated and that those who stayed on longer, often did not project the impression of taking their work seriously, and that once their tenure was assured, the professional duties of teaching were often secondary - they would welcome and appreciate a mechanism for: (i) widening choice in selection of courses of study; (ii) minimizing clashes and time tabling conflicts. Students were moreover concerned about teaching and learning situations whereby lecturer evaluation emphasized subject matter mastery rather than processes in teaching learning. They wished that lecturers practiced what they preached as regards effective teaching.

Chief Executives	Deans and Senior Academics and Past UTLIP Participants	New Academics and Staff Development Fellows	Students
(ii) Incorporating students in the above-mentioned exercise	(iv) Administrative-management capability development programmes focussing on how to manage staff - staff and student-staff relations, staff appraisal, and how to administer in such a way that one gets the most out of colleagues (v) Pre-workshop research studies on specific areas related to teaching-learning processes in universities; among which how students are motivated and problems in teaching learning situations were mentioned (vi) Instructional materials development activities such as support for and involvement in workshop for writing lecture materials, case studies, etc.		Under the circumstances, they felt that lecturers not only still required teaching skills, but also an appreciation of psychological and sociological make up and problems of students if they are to facilitate their learning. They would therefore wish to see (i) developed a framework within which they could provide a feedback to lectures in respect of their teaching and problems students face in the course of the teaching-learning process;(ii) foreign lecturers trained to re-orient them and enrich their local points of reference; (iii) course combinations in education option reviewed as the present arrangement led to clashes and duplication.

2.6.2 From each of the respondent universities, the following state of SDP/UTLIP activities was evident.

Participating Universities / Consultees and areas of Consultation	University of Botswana	University of Zimbabwe	University of Malawi
2.6.2.1 Consultees	The Vice-Chancellor together with Deans (Science, Humanities and Education) Bursar, Registrar, Staff Association Chairperson, Director, National Institute of Development, Research and Documentation, Separate Meetings with: (i) Deans of Science, Humanities and Education; (ii) Senior Academics: Profs of History and Maths; Sample of Lecturers; and (iii) Available members of students representative council	(i) The Pro-Vice Chancellor and "Members of Teaching Methods Senate Committee" and past UTLIP participants (ii) Separate meetings with the Dean, his Deputy and ex-Dean of College of medicine and Chairman of Department of paraclinical veterinary studies; and Vice-Chairman, Teaching Methods Committee	The Vice Chancellor, Registrar and one of the Assistant Registrars, Chancellor College: (i) Vice-Principal, (ii) Chairman and members of University Teaching Methods Committee; (iii) Deans/Department Heads-Chairmen and academic staff from faculties of Science, Social Science, Law and Administration, Humanities and Education inclusive of Past UTLIP participants, local resource persons, and workshop committee members/coordinators. Polytechnic: Vice-Principal, Department Heads, Deans, Chairmen, Librarian and sample of senior academics, lecturers, members of the teaching method committee and past participants
2.6.2.2 Antecedent Conditions and background	Conditions sited included lack of foreign exchange which constrained purchase of text books and instructional materials, cuts in research grants, lack of up-to-date text books and journals, a dominance of expatriates as against nationals who were mainly new in academic life; with most not having advanced beyond Masters degrees and lecturer grades: thus many were not on strategic decision making committees; and neither were they in positions of Deans or Department Chairmen etc.	Lack of foreign exchange subsequently constrains purchase of new text books and journals. The University is currently engaged in 62m dollar expansion of halls of residence complex, faculty of Commerce, Law, Agriculture, Mining and Metallurgy, School of Medicine. Under pressure from Government, the School of Medicine has reviewed and localized curriculum; thereby leading the need for re-orientation of teaching, research activities. The School of Medicine also suffers from understaffing in some of its critical departments	UTLIP is organized in 4 colleges, Chancellor, Bunda, Polytechnic and Kamuzu Banda College of Nursing; separated by long distances. Effective instruction is constrained by lack of text books; lecturers attempt to prepare some but are constrained by lack of financial resources. Each college has instructional materials resource centre/unit/room, though not endowed with a variety of equipment.

Consultees and areas of Consultation	University of Botswana	University of Zimbabwe	University of Malawi
2 6.2.3 Attitude towards and acceptability of UTLIP	UTLIP came through as having been accepted by faculty, viewed by senior academics as useful in preparing them to: (i) effectively guide and counsel their young and new colleagues; (ii) effectively (esp. Dept. Heads, Deans etc.) conduct annual staff reviews New and younger academics see it as vital during the staff development fellowship period.	The university has instructional materials resource centre though yet to be patronized by faculty. UTLIP was whole heartedly endorsed by university leadership who went on to appoint a committee under one of the Pro-Vice-Chancellors to work on the modality institutionalizing UTLIP. The Committee recommended the establishment of a UTLIP centre, defined its structure and functions and the immediate appointment of the Director. Senate adopted the report and the Committee as its own. The Post of Director was internally advertised, but as no applications has been received. It was readvertised internally and internationally.	UTLIP is accepted and is often taken advantage of, but senior academics have tended to view the in-house UTLIP with reservation' the junior and younger academics are more willing and ready to participate in the activities. Both senior and newer academics would like to see programme continued
2.6.2.4 Local initiatives and indicators of acceptance	As a follow-up to the first national workshop, a second one is planned for August 1986. The development of UTLIP Centre is incorporated in the new development plan of University Council and Senate have adopted. A request has been addressed to a visiting British mission for an expert to advise on the design and development of the Centre The Programme is well taken and Deans would wish to see it operate at faculty/specific subject levels.	Faculty of Commerce and Law requested to have an instructional materials (case study) development and so was the Medical School keen on another UTLIP workshop.	University Teaching Methods Senate Committee which has been in existence since 1974 is allocated budget for its operations. Each college has sub-committee which is under obligation to plan a UTLIP once a year. Bunda College already has held its own following the DSE sponsored one; The Committee publishes a journal which was revitalized soon after DSE workshop. The University Teaching Methods Committee is now to be known as University Teaching Learning Committee.

Consultees and areas of Consultation	University of Botswana	University of Zimbabwe	University of Malawi
2.6.2.5 Orientation of Existing Staff Development Programmes	The programmes are externally oriented and are built around Staff Development Fellows' acquisition of higher degrees, enhancing academic excellence and specialization in the content areas of instruction. The programmes are currently organized under the deputy Vice-Chancellor and a Sub-committee of the Appointments and Promotions Committee of Senate. The sub-committee is serviced by an Assistant Registrar. Other activities that could fall within the range of SD include sabatical leave, interna. public lecture delivery/participation. Participation in and contribution of papers to conferences, seminars both external and in-house.	The programmes are externally oriented and are built around Staff Development Fellows' acquisition of higher degrees, enhancement of academic exc.llence and specialization in content areas of instruction; Programme operates within the offices of the two Pro-Vice-Chancellors Other activities that could be structured within the programme's framework could include sabatical study leave, internal public lecture delivery and participation. Participation in and contribution of papers in internal/external seminars, conf..ences etc.	UTLIP is externally oriented and built around (a) staff associates' acquisition of higher degrees, attainment of academic excellence and specialization in the content of instruction; (b) University Teaching Methods Senate Committees' organization of in-house workshops on Teaching Methods and other subjects akin to learning Though not seen as such, other activities that could be structured and programmed as part of the SD programme experiences could be sabatical study leave internal/external public lecture delivery and participation in and contribution of papers in internal and external seminars and conferences.
2.6.2.6 Summative Conclusions	DSE/ECA Programme initiative in the improvement of teaching and learning has certainly sowed the seed; manifest in some movement towards initiating action such as: (i) the visit to Britain of Prof. Otaala to review the various experiences and approaches in this area; (ii) The submission by the university of a request to a British mission for an expert to advise on the modalities for establishing teaching learning improvement centre	Of all the institutions that were involved in UTLIP and which the mission visited, the university of Zimbabwe was among the few whose leadership followed through by: (i) appointing a committee under one of the Pro Vice-Chancellors to explore the modalities for setting up a UTLIP and a centre; the Committee of which held regular meetings, recommended on setting up the centre and an immediate appointment of the Director;	Building on their past tradition and activities of University Teaching and Learning Methods Committee, UTLIP has had a wider support at the university leadership level. The 1981-1990 programme did facilitated: (i) a resurection of their Teaching Methods Committee's Journal;

Consultees and areas of Consultation	University of Botswana	University of Zimbabwe	University of Malawi
	(iii) The planned August 1986 internal teaching learning improvement workshop; (iv) The feeling by Staff Development Fellows that UTLIP could constitute the beginning of their training before they go for subject matter specialization and acquisition of higher degrees With little adjustments in the orientation and operation of staff development sub-committee of Senate Appointments and Promotion Committee and more involvement Staff Association, Staff Development Fellows etc., the UTLIP has chances of success; all the more since the idea of UTLIP Centre is incorporated in the next Development Plan of which the Council and Senate adopted.	(ii) Adopting the report and proposals of the Committee as well as the Committee as its own; (iii) Making available funds for the salary of the Director and subsequently initially advertising internally and externally; (iv) stimulating requests from individual faculties/schools request for a subject/faculty specific UTLIP activities. One senses a total commitment and support from the university leadership - the Vice Chancellor, Pro-Vice-Chancellor, Senate and past UTLIP participants The University provides an opportunity for collaborative support in the development of the programme.	(ii) Increased dialogue and concern for exploring other areas for improvement, i.e. the need to conduct research as to understand students motivation better (iii) attempts to try what was learnt at UTLIP workshops The university did articulate its request to serve as a base of operation for any regional UTLIP activities.
2.6 2.7 Description of respective individual university needs	The University has scheduled a UTLIP activity for which it needed financial assistance to enable it conduct As the university has incorporated its UTLIP Centre in its development plan, it needed: (a) advisory services in the modality for establishing such a centre, structuring the centre, the elaboration of the terms of reference and functions; (b) assistance in the construction of physical facilities and equipping such a centre	The school of Medicine articulated its need for assistance in: (i) the conduct of a subject specific workshop to re-orient and prepare its staff in the teaching of their rural orientation medical education programme (ii) Commerce and law faculty had already placed its request for assistance in the development of case study teaching materials. A need was also expressed for assistance in:	The university recorded its needs for assistance in: (i) pre UTLIP workshop study on motivation; (ii) transport for effective operation of teaching practice supervision and university research activities (iii) purchase of instructional equipment and media (iv) support of further UTLIP activities at faculty and subject specific levels

Consultees and areas of Consultation	University of Botswana	University of Zimbabwe	University of Malawi
	(c) assistance in the construction of a guest house to serve the needs of academic staff engaged in staff exchange. Considering the roles deans, department heads and subject specific chairmen was called on to play in conducting annual staff review in addition to performing management functions, a need was expressed for support in conducting a workshop for them to enhance their: (a) administrative capability thereby get the most out of those they supervised in addition to managing the superordinate and subordinate as well as staff student relations; (b) evaluative capability focussed on staff reviews: thus reduce the acrimonious relationship that arises therefrom.	(i) the development and refinement of an instrument for the evaluation of lecturers and lectures; (ii) training for effective supervision and evaluation of students during teaching practice	(v) the publication of the handbooks presently being funded by meagre resources given to the university teaching methods committee

Participant Universities Consultees and areas of Consultations	National University of Lesotho	University of Nairobi	Kenyatta University
2.6.2.1 Consultees	Vice-Chancellor together with Pro-Vice-Chancellor, Prof Bam and Dean of Education, Science (and his Deputy) Humanities (together with past UTLIP participants) Social Sciences and Law. HELPS Committee members, Sample of: 1983 and 1985 UTLIP participants, local resource persons and a sample of students.	Deputy Vice-Chancellor-academic, academic registrar and a representative of the College of Health Sciences	The Vice-Chancellor together with Senior Assistant Registrar and an official responsible for Staff Development Programmes. Chairman of Continental Coordinating Committee, past UTLIP programme resource persons senior assistant registrar, and the official responsible for Staff Development programmes.
2.6.2.2 Antecedent Conditions and Background	Lack of foreign exchange made the purchasing, textbooks, subscriptions servicing or purchase new precision instruments difficult. Has an instructional material resource centre which services the needs of educational students though faculty is free to use it.	Financial allocations are stagnant Because of the establishment of new universities there has been an outflow of its staff. University has experienced frequent student unrest and suspension of normal university functions. No instructional media resource centre of any significance exists.	Newly attained university status, students had been rusticated for riotous behaviour, one or two lecturers had been picked up on suspicion of subversive/seditious activities. University is a base for Kenya's Secondary School Teacher Education Programme. There is a Department of Instructional Communication and Technology with a media centre which give courses and serve needs of education students though faculty could use the facilities of the centre.

Consultees and areas of Consultations	National University of Lesotho	University of Nairobi	Kenyatta University
2.6.2..3 Attitude towards and acceptability of UTLIP	Staff development/UTLIP had a whole hearted support of Vice-Chancellor and the Pro-Vice-Chancellor Among academics, attitude varied from outright enthusiasm by nationals newly appointed and those who have been to similar programmes to cautious welcome by senior academics who have not been to any;	The college of Health Science Principal and his colleague thought UTLIP necessary and would wish to be involved and develop the programme if need be at college level	The Vice-Chancellor fully supported UTLIP ideas and even offered university as a base for future activities in the subregion. In the past UTLIP had been perceived as a matter that concerned a few in the faculty of education b t Vice-Chancellor felt it should now be broad based and go beyond the faculty of Education
2.6.2.4 Local initiatives and indicators of Acceptance	Through the Higher Education Learning Process (HELPS) Committee, a number of UTLIP related events had since the 1985 workshop been scheduled and executed during lunch intervals	There had been no in-house campus or faculty level activities. UTLIP had not yet become a subject of serious consideration; though a view was expressed that academic would view the idea of being taught how to teach better with anxiety.	Not visible as it was reported the previous principal had not lent his administrative weight to the idea, and had, it was alleged censured the CCC Chairman for giving UTLIP his time!
2.6.2.5 Existing staff development programme	There exists two sets of activities: first is the externally oriented programme built around Teaching Assistants for higher degree acquisition, pursuit of academic excellence and specialization in the content areas of instruction; Second is the internal lunch hour programme organized by HELPS on aspects of Teaching Learning Improvement, Methods, Media, Motivation, etc.	At the inception, the University had a strong staff development programme by UNESCO (for Education Faculty) Rockerfellow and others for other faculties). The programme has since subsided and left to operate under a staff development office. There is no indication of advanced programming of SDP relative to who is scheduled to go where. It is very much dependent on individuals to hastle and find scholarships.	There was an officer who took the administrative responsibil ities. There was no designed pre-planned SDP being executed but such a plan could not be put together, It depended on whether individuals found scholarships or were offered something. No Committee of the type in other universities (e.g. Malawi) existed; consequently no UTLIP activities had taken place on campus.

Consultees and areas of Consultations	National University of Lesotho	University of Nairobi	Kenyatta University
2.6.2.6 Summative Conclusions	While an organizational framework existed for the organization of the later programmes, the mission did not go into the framework for the organization of the former, programme. However, the first programme is dependent on the availability of external/scholarship funds placement opportunities. Like the University of Malawi, the University of Lesotho had an earlier reckoning for the need to improve in and provide help to others in university teaching processes: At the initiative of a few zealots, the University initiated a Higher Education Learning Process Services Committee (HELPS)which had, at the advent of DSE initiative, already been running UTLIP related activities during lunch intervals. Since the first DSE sponsored workshop, the university became the focal point for UTLIP activities not only for itself, but also for Swaziland. The Pro-Vice-Chancellor not only participated in the national workshop througout but has become the focal point of UTLIP Programme. Recent initiatives include: (i) increased funding to HELPs activities (ii) a consideration for HELPS to organize its programme of activities at a time other than lunch hour.	There was however, an officer responsible, though such an office did not design or run any in-house SD programme activities; whatever SD programme there is, it is externally oriented and is mainly for higher degree acquisition and specialization in the content areas of instruction. Though the University of Nairobi and Kenyatta University College were at the fore-front in the Berlin 1981, hosting the 1982 and 1984 workshops, they were not however able to follow that with University/Senate level activity. It was explained that the programme was conceived as a preserve of a few individuals and in the wider sense Kenyatta University. Notwithstanding the fact that Kenyatta University College was the home of CCC Chairman, the University of Nairobi does not appear to have taken advantage of that. While the mission had no access to the Vice-Chancellor, it had access to the Deputy Vice-Chancellor Academic. He stressed the University's special position as: (i) the training ground for sub-regional programmes; (ii) a source of academic staff for the other Kenyan universities; (iii) having hosted two previous workshops. It was felt, the university had no option but to take an interest in UTLIP and even serve as a centre for subregional programmes	The access to the Vice-Chancellor however, ascertained an interest in the programme and a feeling of the need for a second chance on the basis of a broader involvement by all faculties. UTLIP was welcome and was seen as a means of preparing academics of other faculties to appreciate the nature and scope and get more knowledgeably involved in student supervision during teaching practice. As a university built on the tradition of Teacher Education, it was indicated that it could serve as a basis for UTLIP programmes.

Consultees and areas of Consultation	National University of Lesotho	University of Nairobi	Kenyatta University
2.6.2.7 Description of respective individual university needs	A need was expressed for an all out efforts for: (i) off-campus sensitization workshop geared to those who have never been to any UTLIP or HELP activities (ii) re-organization and restructuring of HELP to make it an organ of senate (iii) assistance for lecture compilation workshop for and subsequent development of text-books	Due to the restless situation that prevailed at the inception of UTLIP the university has had no chance of staging UTLIP's event on its own campus. It was said that as the university appears to serve as DAD's training base for other universities in the subregion, and appears to be the source of faculty to the other Kenyan universities; it occupies a special position. Thus the need to enhance its role (through UTLIP) for serving as a regional training centre more effectively the College of Health Sciences expressed the need to be involved in UTLIP activities.	The university has had no chance of running its own UTLIP on its own campus. An all out sensitization programme was required so as: (i) correct the impression of UTLIP being identified with individuals and the faculty of education; (ii) sensitize the rest in order to give them a chance to see what is available. A need was expressed for assistance in a workshop to prepare academic staff for a taching practice supervision and evaluation of students thereon.

3. General Needs

In addition to specific universities' needs the general areas of need for the future of USDP/UTLIP would appear to be as follows:

3.1 Structural adjustment and: (i) reorientation of the institutional machineries for the management of USDP/UTLIP activities: (ii) integration of the existing staff development units with the teaching learning improvement committees and activities; (iii) establishment of similar units/committees at faculty and subject specific levels; and (iv) establishment of a linkage between such university based staff development/teaching learning improvement units and committees with the one at subregional (AESAU) level whose establishment is urged not only to operate staff development programmes of regional nature, but foster inter-university cooperation in this area.

3.2 Training and development of not only the chairmen of the Committees indicated above, and the chief staff development/teaching-learning improvement academic officers but also of universities' own UTLIP facilitators.

3.3 Restructuring of staff development and teaching learning improvement programmes as to ensure: (i) coherence and complementarity between the general SD and UTLIP programmes; (ii) the development of a strong in-house and on-campus USDP/UTLIP activities serving as a foundation and pre-requisite for awards to the external programmes; (iii) incorporation of sabatical leave, in-house and external public lecturer giving/participation, seminar and conference participation, USDP/UTLIP along side the prevailing higher degree acquisition subject matter specialization and on-going UTLIP activities.

3.4 Developing (a) referal source of instructional materials and books for facilitators, but also pre-workshop study materials for use during UTLIP workshops; (b) text books and compiled lecture package (lecture notes related instructional aids (slides, filmstrips, case studies, simulation and gaming exercises, etc.) in support of past UTLIP participants efforts to practice what they gain from USDP/UTLIP activities.

4. Future Programme Focus for the Period 1987-1990

4.1 Organizational framework for the future UTLIP/USDP operations

4.1.1 The extent to which ECA/DSE universities' initiative in promoting the establishment of University Teaching Learning Enhancement Programmes (UTLEP) or the broader University Staff Development Programme (USDP) have taken off, are operating and are as on going and well on the way to institutionalization, is very much dependent upon a number of factors, namely:

(a) The commitment and missionary zeal of those who attended the 1981 and 1982 Berlin and Nairobi Workshops; and most important their persistence in:

(i) back on base continued persuasiveness in securing the universities' leadership's and colleagues' acceptance of the workshop's proposals;

(ii) convincing and securing understanding and support in implementing the proposals.

(b) The university leadership (Vice-Chancellor Pro/Deputy Vice-Chancellors and Senate, Deans, Departments/Subject Chairmen) personal and institutional commitment, interest and encouragement, support for and overt expression of expectation for practical follow-up action other than the usual reports;

(c) The existence of an organizational framework in the like of Senate Staff Development Committee, or others in the like of National University of Lesotho's HELPs Committee, University of Malawi's University Teaching Methods Committee or indeed University of Zimbabwe's recent committee.

4.1.2 To the extent that in some universities, the above are not obviously visible or missing, if not weak or lacking in vision, so has the UTLIP programme been slow to take off: if not altogether remaining to be planted and lacking in impact relative to movement towards the implementation of the 1981 and 1982 Berlin and Nairobi workshop decisions for:

(i) setting teaching learning improvement committees;

(ii) organizing follow-up university teaching learning improvement workshops, as was Lesotho, Botswana, Malawi, Makerere:facilitating their permeation to faculty, departmental or subject cell and individual academic staff level, facilitating its extension to other universities within the subregion; and

(iii) setting up centres of research into or for the development of teaching and learning;

4.1.3 The university leadership (Vice-Chancellor and Senate) personal and institutional commitment should normally be manifest in a variety of ways, namely:

(a) Expression of and commitment to the execution of university teaching and learning improvement through:

(i) regarding participation/involvement in or censuring non-participation and non-involvement or contribution to UTLIP/USDP during:

- annual staff reviews
- promotion exercises
- identification and recognition of individuals through special citation/recognizing contribution in research, teaching learning improvement, consultancy students service, guidance and counselling, or publication;

(b) Setting up or introducing adjustments in existing framework for SDP or UTLEP committees, promoting and backing it up at Senate level. So crucial to the survival and institutionalization of UTLIP workshops is a Representative Senate Staff Development Committee that the following ideas on its set up, accountability, functions and composition or representation is offered for consideration:

1. (i) University Senate Level:

Senate Staff Development Committee

Overall responsibility and accountability to the V.C. and Senate but through Deputy/ Pro Vice Chancellor serviced by one of the Assistant Registrars

Two Sub-Committees

Chaired by:	Chaired by:
Chief Academic Staff Development Officer	Chief Staff Development Officer
- A Senior (Preferably Professional) Level Academic	- A Senior Personnel/ Administrative Officer who retains his normal duties

(ii) Representation from:

- Faculties and Research and - Development Institutes - Staff Association - One of the Assistant Registrars . Secretary - Finance Office - Personnel Office, etc.	University Service Units - Finance - Personnel - Procurement - Transport - Secretarial - Technicians

(iii) Functions

Design programme and execute In-house Academic SD Programmes UTLIP Workshops Public Lectures Conferences/Seminars Incoming sabaticals	Design, programme and execute In-house Administrative SD Programmes Supervisory Training Management Development Technician/Technical Induction Training etc.
Design and execute External Academic Staff Career Development Programmes Higher Degrees and Specialization Scholarships Fund Mobilization and administration Outgoing sabatical leave programmes Staff Exchange	Design and execute External Administrative Staff Career Development Programmes
Serve as a focal point for DSE and other Technical Assistance Agency initiated internal programmes on USD/UTLIPs	

(iv) Specific Tasks

- Conduct situational analysis and identify needs and staff career interests
- Design . staff career development plans
  . in-house staff development programmes/plans
- Determine programme contents and design the related instructional systems
- Post the related announcement and solicit interest
- Solicit and secure resource persons
  . first from among university's own academics, and only then from outside within the subregion
  - outside the subregion but in Africa, then
  - outside Africa
- Nominate those with potential and see to their long term development as regular UTLIP facilitators
- Secure and provide logistical support of:
  . instructional materials/paper
  . secretarial support
  . organizing and securing venue
- Manage and monitor the UTLIP workshops as well as UTLIP clinics at faculty and specific subject levels
- Evaluate and report as appropriate.

2. Faculty/Departmental/Subject Specific Levels:

One of the expectations of 1981/1982 and Nairobi as well as subsequent national university workshops was not only to organize UTLIP/USDP at the University level, but to encourage the trickle down effect for subsequent organization of UTLEP activities at Faculty, Departmental and subject specific levels as was frequently put during the evaluative advisory mission.

To facilitate the organization of such a faculty, departmental and subject specific UTLEP activities; and to reinforce the work of the Senate Staff Development Committees (SSDC) at the levels, the need is for faculty department and/or subject specific committees which could be responsible in collaborating with SSDC for organizing faculty departmental and subject specific UTLIP activities.

The chairmen of such faculty, departmental or subject level committees could then constitute the membership of SSDC. This way faculty, departmental and subject specific needs and interests could be derived and taken into and subject specific levels activities.

Ideally, one would have wished to see the membership and most important, the chairmanship of the Senate, faculty departmental or subject specific SDC held by individuals whom students, colleagues and university community at large acknowledge as standing on their own as regards undisputed excellence in teaching and facilitating learning, interest in and rendering guidence and counselling service to students, consultancy, research and publication. This is critical since such chairmen would be the points of reference and individuals to whom staff development fellows or staff associates could go for guidance.

3. At the Association of Eastern and Southern African Universities Level

A Subregional Staff Development Committee

To (i) Replace the present CCC - Responsible and accountable to the Association through the Chairman

(ii) Assist as one of the Associations Sub-Committee - Serviced by the Secretariat of the Association

Chaired by

One of the Chairmen of Member Universities
SDC Chairmen: Appointed from among the member universities' SD Committee Chairmen

Representation:
Chairmen of the member universities' Senate Staff Development Committee

Functions:
(a) Serve as a focal point for:
(i) DSE and a partner in the design, scheduling and execution of UTLIP/USDP that are regional/subregional in nature
(ii) Inter-university cooperation in staff development

(b) Coordinate the scheduling, execution and monitoring the operation of the member universities UTLP/USDP

(c) Design and execute the inter-member university staff exchange/sabatical leave programmes.

4.1.4 For the success of the implementation of future 1987-1990 programme of activities and providing a ready point of reference and focus by external collaborators (ECA/DSE/Universities), the importance of the above-mentioned institutional arrangements need not be overstated. In this regard, external collaborators and interested universities may wish to enter into immediate collaborative consultations for the external collaborators to assist and participate in the development of the machinery by way of:

(a) identifying and seconding/attaching an expert to any one of the universities' Teaching-Learning Improvement Centre, who while the university is going through the advertisement and recruitment procedures for their UTLEP set up and initiate action in the conduct of in-house UTLIP activities and faculty/specific subject level teaching learning improvement clinics starting with any one school/teaching that is ready.

The same person, using the host university as an operational base could:

(a) join in with the servicing of the other universities UTLEP workshops and thereafter respond to the respective university's need that often prompted the request for external assistance;

(b) assist the interested universities in the establishment and viable operation of the organizational framework suggested in the foregoing pages.

4.1.5 Identification Training and Development of USDP/UTLIP Committee Chairman and facilitators. Another factor inhibiting the taking off of the DSE/ECA/University initiative in UTLIP/USDP is the lack of personnel who understand and appreciate the nature, scope and dimensions of university staff development programme. Coupled with this is the lukewarm support received from colleagues at Senate level. It is in this spirit that one need not overstress the need for:

(a) Interested universities to take time in considering who:

(i) to nominate for participation in UTLEP related programmes, for it is from among such people that those who are genuinely interested and are acceptable by colleagues to promoting the Berlin 1981 and Nairobi 1982 spirit could be found;

(ii) who to nominate/elect/appoint whatever the approach, to serve as the chairmen, chief academic staff development officer for the USDP/UTLEP committee.

(b) The training workshop for the Chairmen of Coordination of USDP/UTLEP activities.

4.1.6 Other constraints relate to lack of local resource persons and reference materials for use of the facilitators. The 1984-1985 workshops were serviced by facilitators largely drawn from outside the universities. This meant that references in the course of instruction have not been of immediate meaning and relevance. Besides, upon the external facilitators departure, no one has been left behind with the urge and confidence to follow up with faculty, departmental and specific subject level clinics; there is often no ready point of reference to reinforce the workshop participants' efforts in trying out what was discussed and concluded at the workshop. It is for this reason that a workshop for the universities' own academics with the potential for serving as UTLEP/USDP facilitators is recommended.

4.2 Instructional Materials Development

What has been and continues to be missed is empirical materials that can be used to convince those in doubt as to why and how students are motivated, their approach to learning, their expectations of lecturers in the teaching-learning transaction should be used in: (i) improving teaching and learning; and (ii) making the UTLEP sessions be of immediate relevance and meaning: hence the need for pre-workshop impirical studies on such topics as:

(a) problems in teaching-learning situations as perceived by: (i) students; (ii) lecturers, and university administration and

(b) what motivates students.

Consequently, when such a request was made, and the mission concurred, it is deemed vital that the pre-workshop studies be supported and built into the 1987-89 UTLEP/USDP activities.

4.2.1 The past effort has had to rely on scanty external reference materials for UTLIP facilitators. Such materials as used have not been of significant impact to UTLEP participants in the sense that they have not incorporated their own experiences in their own teaching learning problems in UTLEP content areas such as course design, instructional methods and methods and media, the process and activities of teaching, the learning process, motivation and evaluation to mention but a few. Whereas a start has been made by Messers Bukhala and Mosha in the development of such reference materials for evaluation, the need is for a scientific trial run in the use, refinement and publication of the Bukhala-Mosha Monograph in evaluation and development of others in UTLEP content areas.

4.2.2 With many academic staff who participate in UTLEP activities wishing to try out the UTLEP derived ideas in their lecture hall setting, the need is for support to their effort in developing lecture kits of compiled lectures materials and the related case studies, simulation and gaming exercises, slides, filmstrips, flip-charts, etc. Coupled with the development of such kits is support in the development of the related capability. Consequently, a need was expressed for and the mission so recommends, workshops for instructional materials development.

4.3 Restructuring and re-orientation of USDP/UTLEP activities

4.3.1 In restructuring and re-orienting the existing USDP/UTLEP activities, a clear appreciation of specific needs and the respective target groups has to be established. The mission was able to identify the following target groups;

(a) Chairmen of Staff Development/Teaching Learning Improvement Committees and the related chief academic staff development officers and their needs for enhancing their capabilities in the design, execution and management of USDP/UTLEP programmes;

(b) USDP/UTLEP facilitators and their needs for developing excellence in the UTLEP content areas and a mastery of the art and practice of facilitating learning in UTLIP fashion;

(c) Deans and department chairmen with their needs related to developing an appreciation of their role in: (i) inducing involvement and sustained participation in UTLIP activities; (ii) managing superdinate-subordinate and staff-student relations; and (iii) getting the most out of staff and students and (iv) structuring managing staff development programme and subsequently serving as focal reference points in guiding the career development of their colleagues;

(d) Senior academics and their need to provide leadership in their respective skill maintenance in their subject of expertise, but in the facilitation of learning;

(e) The Staff Development Fellows/Associates and Teaching Assistants and their need for not only acquiring higher degrees and developing excellence in the areas of instruction, but in developing the practitioners, scientific and psycho-social transactional excellence in teaching and facilitating learning.

4.4 Staff Development/Teaching Learning Improvement Programme Focus:

4.4.1 In order to lay a firm foundation for future favourable disposition of academic staff towards UTLEP activities, a start has to be made with Staff Development Fellows/Associates and Teaching/Research Assistants. In this regard, their programme may need to be restructured to operate in the following phases.

Phase One: A structured in-house programme focussing on:

- Induction and orientation on university statutes, committees, what it stands for and any other topics that will help the fellows to feel part of and integrated in the university community;
- Teaching-learning enhancement programme of activities dealing with sessions that build the fellow's professional and practical capability in the craftsmanship, scientific and psychosocial interaction and transactional dimensions of teaching; the respective focus of which would be as follows:

  Craftsmanship Dimensions focusing on structuring and design of teaching materials, teaching-learning systems design, teaching methods-selection and use course design, etc.

  Scientific dimension: focusing on research findings and principles as inherent in educational psychology, philosophy of education, sociological aspects, motivation, nature of the brain and maximizing its use.

  Psychosocial Interactional Transaction: Communication and teaching, the activities of teaching - communication, learning and change

Phase Two: A guided practicum on the basis of team teaching with a colleague acknowledged as an effective lecturer to be organized in consultation with and under the guidance of dean, department chairman or head.

Phase Three External programme for higher degree acquisition and subject matter specialization coupled with guided teaching experiential training.

4.4.2 Whereas there was no evidence to suggest that other programmes such as sabatical leave studies, conferences and seminar participation and paper presentation, on-campus public lectures were taken as aspects of staff development, it is recommended that they be integrated within the USDP/UTLEP activities in the sense that such activities refresh, update and facilitate the maintenance of one's knowledge, ideas and technology.

4.4.3 Where staff development officers and units existed, as against a UTLEP Committees, the two tended to operate outside and in isolation of each other's framework. There were cases even where the individuals who served as focal points for activating and mounting UTLEP workshops did not appear to work in conjunction and consultation with staff development units. It is therefore recommended that an integration of the two be initiated thereby ensuring that the USDP units and the related officers served as secretariats of UTLEP/USDP committees.

4.4.4 A system of incentive such as awarding points for UTLEP programme participation, to count and enhance an individuals chances for promotion, or being identified as dean, department chairmen, as against those who may not have participated should be considered. Were this to be accepted as a university policy, it would go along way in strengthening contribution/ involvement in UTLEP/USDP activities.

4.4.5 Of course the need to train serving academics in the practitioners, scientific, and psychosocial transactional aspects of lecturing is not a subject in dispute. What appeared to be worrying many was the manner of conducting the activities and sessions. It was evident from the representation of both the "old" and "new" hands in academic life that the focus should be on new hands with the assistance and involvement support and guidance in "clinical" sessions from the "old" hands. In this case "old" hands would derive advantage from a special tailor-made programmes focussing on preparing them to play the role of serving as reference points for the "new" hands.

4.4.6 While there may be no need for sensitization and appreciation activities for some new and old hands, other old hands still require appreciation workshops as against new hands and some of "interested old hands" go into details: thus the request for the following is so supported:

(a) Sensitization workshops to generate an appreciation and understanding of what UTLIP/USDP is all about for old hands;

(b) Specific tailor-made sessions for old hands on how to: (i) lend and areas of lending, a hand to new hands (especially Staff Development Fellows/Associates); (ii) conduct academic staff (performance) reviews as now required of deans, department heads and chairmen;

(c) Restructuring and building into and from staff development fellows, the UTL components.

4.4.7 The above aspects are so incorporated in the following programme which is being proposed for the 1987-1990 period.

Time Schedule and Interested Institutions / Programme Activities	Interested Institutions	1987 and Respective Institutions	1988* and Respective Institutions	1989* and Respective Institutions	1990* and Respective Institutions
1. Institutional machineries for institutionalization and effective coordination and management of university staff development teaching learning enhancement programmes	Participating Universities				
1.1 Review and reconstitution of university level (Senate) UTLEP/USDP Committees					
(i) Identification of committee representatives and chairman					
(ii) Redefinition and elaboration of committee chairmen. Terms of reference					
(iii) Elaboration of UTLEP/SDP programme	UTLEP/SDP Committees				
(iv) Identification of UTLEP Facilitators					
1.2 Establishment of UTLEP Committees at faculty/subject specific levels	Participating universities faculties departments colleges/schools				
(i) Identification of committee representatives and chairmen					
(ii) Elaboration of committee terms of reference					
(iii) Elaboration of facility subject specific programme	Faculty UTLIP Committees				
(iv) Identification of UTLIP Facilitators					

*Apart from the 1987 programmes and the respective institutions are known those for 1988 through 1990 will be a subject of registration and agreement at the December 6 through 13 1986 Meeting in Berlin.

Programme activities / Time Schedule and Interested Institutions	Interested Institutions	1987 and Respective Institutions	1988* and Respective Institutions	1989* and Respective Institutions	1990* and Respective Institutions
1.3 Review and establishment of UTLEP subregional committee SRC)	AESAU membership				
(i) Consultations among AESAU membership and establishment of UTLEP SRC					
(ii) Identification of SRC membership and chairman					
(iii) Elaboration of SRC Terms of Reference					
(iv) Consultation with member/ participating universities' elaboration of SRC programme					
2. Technical/managerial capability development for effective functioning and operation of UTLIP activities	Participating universities with the support of DSE and ECA				
2.1 Consultative workshop for UTLEP committee chairmen and academic staff development officers		June			
2.2 UTLEP/SDP facilitators workshop			Dec/Jan. thereafter one every year throughout the period ending 1990		
2.3 UTLEP/SDP Facilitators' (i) Exchange Programme	USDP/UTLEP Committees with the support of DSE, etc				
(ii) Development of UTLEP reference materials and handbooks	UTLEP Facilitators in collaboration with external facilitators and with support of DSE and ECS, etc.		To start soon after the 1st UTLEP/SDP Facilitators Workshop and continue		

Time Schedule and Interested Institutions / Programme activities	Interested Institutions	1987 and Respective Institutions	1988* and Respective Institutions	1989* and Respective Institutions	1990* and Respective Institutions
3. Teaching-learning enhancement workshops 3.1 Sensitization workshops for appreciation of the nature, scope content and dimensions in UTLEP/USDP	Participating universities UTLIP committees with the support of external technical assistance agencies (DSE, ECA, etc.)	Lesotho	*	*	*
3.2 Pre-UTLEP/USDP studies for the development of empirical information and technical papers for use in UTLEP/USDP workshops	UTLEP Committee Facilitators and academics with support of DSE	Malawi	*	*	*
3.3 UTLEP/USDP workshops for: (i) Staff evelopment Fellows/ Associates and Teaching/ Research Assistants	*	Botswana	*	*	*
(ii) Senior and serving academics on: - developing student lecturer or dean-lecturer evaluation instrument - survey of methods, media and how to improve aspects of learning		Nairobi/ Moi and Kenyatta July/Aug	*	*	*
(iii) Deans, department chairmen and subject specific heads on: . Evaluation of Teaching and learning, its implication and application to annual staff reviews promotion exercise and staff career development . Their role in the design and management of Staff Development Fellows/ . Associates Programmes The development of evaluation instrument.			*	*	*

*To be negotiated and agreed at the December 6-13 meeting in Berlin

4.4.8 While the foregoing programmes could be seen as a basis for 1987-1990 DSE/ECA and individual university collaboration and joint sponsorship, it is expected that:

(a) the Senate University Teaching and Learning Improvement Committees in collaboration with Faculty Teaching Learning Improvement Committees will in turn schedule Faculty, Department and subject specific level follow-up event of which would provide an opportunity for:

(i) greater multiplication of ideas, analysis and determination of the application at the faculty and subject levels of the conclusions from the subregional senate level workshops in which DSE/ECA were involved;

(ii) determining requirements for faculty level subject specific teaching and learning improvement "clinics" for individual academics.

(b) universities will endeavour to immediately identify those with the interest and commitment to serve as facilitators, thereby enable technical assistance agencies to assist in the development of the facilitators. Such facilitators could form the basis for staff exchange: the exchange of which would be:

(i) Local: i.e., a potential UTLEP facilitator say in University of Zimbabwe, exhcnage with his counterpart colleague in the University of say Lesotho, Malawi etc.

(ii) External: a potential UTLEP facilitator being exchanged with a European/German counterpart.

(c) Arising from UTLEP facilitators' exchange, subject specific exchanges and the selection for such an exchange will be organized in such a way that it is seen as a reward: first for active participation and involvement in one's own in-house UTLEP sessions/activities and second for demonstrated application of UTLEP ideas and subscription to the UTLIP ideals.

4.4.9 The related UTLEP reports have served an informative and sensitization role, subsequently their continued preparation by universities and DSE support in their printing and wider distribution is still vital in UTLEP's formative stages.

5. Conclusions

5.1 The background against which university teaching and learning processes take place varied from university to university, faculty to faculty and individual academic staff member to another. Unavoidably, such a background has been dominated by the prevailing socio-economic and knowledge, development ideas and technology "famine" crisis, and the issue of foreign exchange squeeze, low salaries, increased demand for accessibility to university education against a background of inadequate instructional facilities. These have affected and do affect university vitality and standing and credibility. To revitalize themselves in the wake of pressures arising from such a background, the need for UTLEP and staff development programmes in general was and is not in dispute.

5.2 Interest in, support for and impact of UTLEP was as varied across the various universities as within their faculties, departments and their academic staff. Available evidence suggested however that although support for, interest in and impact was general, it had not certainly weakened since the programme started.

5.3 In some universities (Malawi, Lesotho and Zimbabwe) it had been strengthened, became more active and grew considerably. In others (Botswana) it had been sawn and remained latent awaiting "watering". Whereas for others it appeared passive (Nairobi) and showed a great deal of latency (Kenyatta), it did not mean there was active hostility or rejection.

5.4 It is acknowledged that for some universities, Nairobi and Kenyatta, circumstances - at the time when UTLEP was brought to and experienced in the Eastern, Central and Southern African subregion in an immediate way - vide the 1982 and 1984 workshops - were such that they precluded the university leadership from being actively involved and lending the programme their weight. They left the programme to look as though it was a preserve of individual academic staff who had been in Berlin.

5.5 Nevertheless, initiating, maintaining and strengthening the interest and active involvement - often shown while on UTLEP workshop - can be facilitated by sustained communication through:

(a) continued DSE support with ECA's continued involvement for the putting together (compilation, typing, and editing) and subsequent printing and wider distribution/circulation of the respective UTLEP reports.

(b) continued external DSE support and ECA sustained involvement for a follow up on-campus sensitization workshops focussed on the review of:
(i) experiences of other universities as in the UTLIP reports;
(ii) academic staff empirical research data and findings as well as experiences relative to problems in teaching learning situations, evaluation, student motivation etc. and the role requirements for and nature of UTLEP.

5.6 For participating and interested universities, attention is drawn to institutional and policy support framework as a critical element in the effectiveness and enhanced impact of UTLEP hence the programmes internal coherence and sequenced emphasis and on the importance of:

(a) creating the related committees and training their chairmen and facilitators as a pre-requisite for their activities;

(b) staff development committees - first at the Association of Eastern Central and Southern African Universities (to replace the CCC) and serve as a focal point of entry, contact and partnership with DSE/ECA in organizing sub-regional workshops, and scheduling and coordination of national university UTLEP and staff exchange programmes. Second, at the individual university senate level to serve as focal point of entry, contact and focus in the design and operation of external and in-house on-campus staff development programmes. Third at the faculty, department and subject specific levels to ensure effective follow-up to sub-regional/ senate level committees events and the operation of teaching learning improvement clinics and support programmes for individual academics, or a group who are exploring an aspect of the application of UTLIP findings to their own situations;

(c) seing improved teaching and learning as going beyond the teaching and learning to incorporate, improvements in research, consultancy, guidance and counselling, evaluation and publications capabilities;

(d) care being taken in the selection of not only the respective committee members but for those who go to UTLEP programmes;

(e) ensuring that the related committees have a budget to work on, that they produce an annual SD programme plans and that these events are entered into the university calendar;

(f) seing staff development (SD) as enhancing the capabilities of faculties in the functions indicated above, as well as going beyond external higher degree acquisition and subject matter specialization for young and new academics to structured in-house on-campus programmes for both senior and junior, young and old academics, focusing on improvement of teaching and learning and incoporating activities as public lecture giving and participation, seminars on university functions improvement and open dialogue with and feed-back from those who take advantage of the academic staff's functions.

5.7 Similarly DSE/ECA's attention is drawn to sharing of expectations between DSE/ECA and the collaborating universities' committee relative to what is expected of each other, the programme of work, and the modalities for funding and disbursement of funds. In this connection, the importance of UTLEP programme coherence logical sequencing and continuity is reflected in the foregoing programme subsequent to which the following are highlighted for execution in 1987:

(a) DSE/ECA/Universities consultative seminar late in 1986 to review the evaluation report and agree on and confirm the 1987 programme activities thereby agree and settle on the participating interested universities scheduled and sequence of the 1988-1990 programme activities;

(b) University Staff Development Programme Coordinators and potential facilitators workshop to review the nature and scope of USDP, review modalities for operating USDPs, the respective methods and media as well negotiate and agree on expectations, and thereby develop a programme for the development of UTLEP programmes manuals.

5.8 In longer term development and institutionalization of UTLEP, enhanced impact requires more reliance on the universities' own facilitators to work hand in hand with external ones. Consequently, the need to achieve a self-sustaining capacity of internal facilitators is stressed and DSE/ECA attention is drawn on continued:

(a) Assistance in the development of universities internal capability and capacity for self-reliance through support for a workshop for facilitators who would be the focus of individual and subject specific improvement clinics, hence such a workshop could be organized during December 1987 or January 1988, thereafter a structured facilitator exchange followed by those who have demonstrated responsiveness, sympathy with and interest in UTLEP ideals, Both of which should be built around and incorporate existing external examiners' practices.

(b) Assistance in the development of UTLEP reference manuals relative to key areas of discussion in UTLEP e.g.

(i) Training need analysis

(ii) Course design

(iii) Instructional methods

(iv) Instructional media

(v) Activities of teaching and their application to selected methods
- lecture
- group discussions
- experiential learning etc.

(vi) The evaluative process
- student-lecturer evaluation
- lecturer-lecturer evaluation
- staff/performance evaluation etc.

Involving:
- commissioning and sponsorship of publication
- payment of honoraria and/or fees for the work done

(vii) The learning process
- types and conditions
- motivation, etc.

(b) Pre-UTLEP workshop for:

(i) research and development of empirical materials on the critical aspects of university teaching-learning process;

(ii) compilation of lecture materials and text books;

(iii) development of case-study materials

(d) Teaching learning improvement workshops

(i) structured teaching learning improvement programmes for Staff Development Fellows and Associates;

(ii) Teaching learning improvement programmes for serving academics;

(iii) for deans, department, chairmen, etc. focusing on evaluation and development of student-lecturer and lecturer lecturer and annual staff reviews evaluation instruments and how to guide and assist in the development of colleagues.

5.10 It is concluded that in the main, UTLEP has been helpful and investments financial, material and effort is certainly paid and likely to pay off. Besides achieving most of the objectives such as stimulating appreciation, leading to strengthening, if not establishment of committees, for some universities, UTLIP is sure to lead to the establishment of teaching learning improvement centres

5.11 Nevertheless, it is recognized that there have been failures which are not insurmountable. It is these failures that activities in the proposed 1987-1990 programme should seek to correct.

5.12 Programme Areas for 1987-1990

5.12.1 Institutional arrangements

During the evaluation mission it was noted that where units or committees for UTLEP existed, the idea of training for Improvement of Teaching and Learning was more accepted and the follow-up on DSE/UTLEP activities more evident; and that such activities involved more faculties. Consequently, one of the most important contribution that DSE and ECA could make to this programme is to induce and facilitate the re-orientation, restructuring and in some cases establishment of staff development units and UTLEP committees.

To enhance regional cooperation, avoid duplication of effort and competition for meagre resources and to provide a point of reference for subregional programme assistance the need is to reconstitute the existing CCC and set-up a new committee. Universities may wish to consider that this regional committee could operate within the framework of and accountability to the Association of Eastern and Southern African Universities. The membership of such a subregional committee should be constituted by the Chairmen of the senate UTLIP-committees of the participating universities. Consequently. participating universities could facilitate the setting up and effective operation of the subregional committee by:

(1) establishing their own national UTLEP senate committee and speedely identifying the related chairman

(2) establishing faculty level UTLEP committees

(3) providing programmes and opportunities for subregional interuniversity cooperation in areas of research and staff exchange for strengthening UTLEP related activities.

To the extent that such units or committees are incorporated within the university's administrative machinery either as units under one of the Pro-Vice-Chancellors or as a senate committee they derived their authority and legitimacy to initiate and coordinate UTLIP activities from that source. This way the programme could not be seen as an initiative limited to a few individuals or a single faculty.

In the sense that the units or the committees' programmes are seen within the framework of university staff development and career planning, participation in SDP or UTLEP activities could constitute a criteria during annual staff reviews for promotion or special recognition.

5.12.2 Incorporation of UTLEP activities into Staff Development Programme:

In all universities visited staff development officers or units existed however they were preoccupied with administrative matters such as keeping records who has gone where to specialize in what area. Hardly,did they have staff career plans nor programmes for its implementation or a criteria for career succession. Whereas existing programmes forcast on higher degree acquisition and specialization in subjects of instruction, very little effort is made in enhancing the other critical roles of expertise in how to teach and facilitate learning, how to conduct research, how to render a consultancy service, how to give guidance and counselling service to students, etc.

Moreover, such staff development officials and functions as exist now have operated in isolation of the UTLIP committee officials and the programme concerned with training for the improvement of teaching and learning. In the light of the foregoing the partners in this programme may wish to consider their respective contributions on the following:

- strengthening complementarity between administrative functions of staff development officials and units and the technical executing functions of UTLEP committee members
- facilitating a balance of emphasis between higher degree acquisition and specialization in subjects of instruction and enhancement of expertise in teaching and facilitating learning.

5.12.3 Enhancement of personnel capability

A further analysis of the mission's findings reveals that effective operation of staff development and UTL programmes and their subsequent permeation to faculty and subject specific levels depended on the technical knowledge and personal commitment of:

(1) those who served as chairman or coordinate of UTLEP committees;

(2) members of the academic staff who offered to serve as facilitators in UTLEP activities.

Therefore a point of mutual concern within the next 3 or 4 years coulc be to support:

(i) consultative meeting between the UTLEP-Coordinators and DSE to redefine and agree on the nature, scope and dimension of an integrated staff development programme; the coordinators' expectations of the DSE, and DSE's expectations of the coordinators regarding the management and operation of UTLIP workshops

(ii) the exchange of experience between the various coordinators and committees of the participating universities.

(iii) a series of training workshops for the facilitators and their subsequent exchange and enrichment of experiences;

(iv) the development of monographs and reference materials for use of local facilitators during UTLEP activities.

5.12.4 Programme, scope and dimensions

Whereas the existing staff development programmes have emphasized the higher degree acquisition and specialization in the subject of instruction, very little work has been done to develop empirical data on problems and issues affecting teaching and learning and to prepare the academic staff in fulfilling their professional functions and appreciating students' problems.

In this respect the partners in this programme should redouble their efforts in the support of UTLEP through:

- inducing research and preparation of technical papers related to areas of focus in UTLIP content; such areas could be student motivation, patterns of evaluative feedback between students and lecturers as well

as between lecturers themselves, experiments and experiences in the use of instructional equipment and innovative methods of teaching

- assistance in restructuring and implementation of the programmes for staff development fellows/associates and teaching assistants;
- sensitization workshops for senior academics to enhance their appreciation of UTLIP activities and their responsibilities in guiding the professional growth of their colleagues
- continued national UTLIP workshops for serving academics at senate as well as at faculty specific levels
- special "tailor-made" workshops for deans and department chairmen to enhance their administrative and guidance capability in areas such as evaluation, career planning, and management of staff career development programmes
- instructional material development workshops for writing of case studies materials, of textbooks and compilation of lectures.

5.12.5 New dimensions of staff development programme

In so far as effective teaching and facilitation of efficient learning are dependent on academic staff excellence in the other critical functions of research, guidance and counselling, consultancy publication and evaluation, future efforts will need to be made in strengthening the academic staff capability to fulfill these functions by:

(i) organizing workshops on methods, techniques and approaches used in these areas

(ii) organizing teams and developing institutional frame works within which to analyse consultancy requirements and render consultancy services to governments and centers of socio-economic activities around the university

(iii) organizing intra- and inter-university publishing teams and houses especially for the development of badly needed textbooks and instructional materials

(iv) establishing guidance and counselling services within the universities.

(v) establishing university testing and evaluation systems and services.

Once again, the foregoing should be organized within and by the UTLEP-Center the establishing and efficient operation of which remains a longterm outcome of the proposed SDP/UTLEP activities.